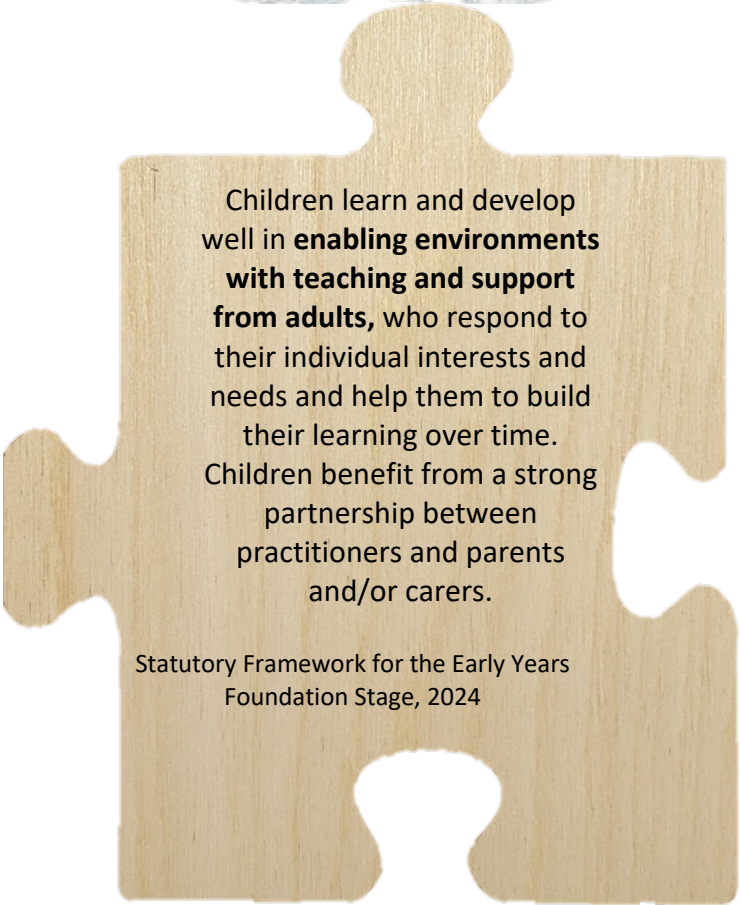


**Early Years Foundation Stage  
Information for Parents**



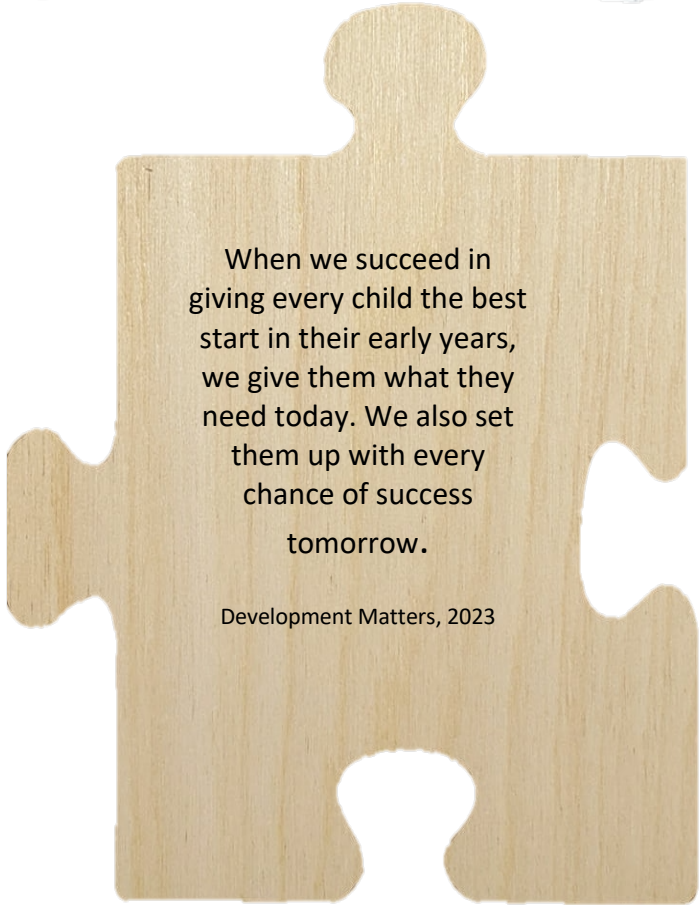
The aim of this booklet is to provide you with information about the year ahead for you and your child.

We work within the guidance of the Early Years Foundation Stage Curriculum published by the DCFS. Partnership between a child's parents/carers and staff at the setting is of great importance during the child's early years.



Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Statutory Framework for the Early Years Foundation Stage, 2024



When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.

Development Matters, 2023

At Hazeldown, we pride ourselves on a long tradition of partnership with parents. We hope this booklet will help as a starting point for your child, home and school partnership. If you have any questions or queries, please see your child's Class Teacher or another member of the Foundation Team.



## **Classroom Organisation**

There will be two classes, Ash Class & Beech Class. Classes will be finalised when the children are settled and the best groupings are established. There are three Learning Support Assistants who work across the department.

Children will be in two 'registration groups' rather than classes at the start of the year. As children settle in, these groups may change until we settle on two well balanced classes.

## **PE Days**

All children will require a PE kit to be worn to school on PE days. It is vital all PE kits, coats and school uniform items are named! For details of acceptable school uniform, please see the Hazeldown School Uniform order form.

## **Forest School**

All children will also require Forest School clothes such as wet weather overalls. These can be brought to school and kept on children's pegs for periods of Forest School learning.

## **Outdoor**

The children in Foundation have access to the outdoor classroom throughout the day. Please provide a pair of named wellies to be left in school throughout the year.

## **The Foundation Stage Curriculum**

Play is at the heart of all we do in our Early Years Foundation Stage classes. As Early Years Practitioners, we observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the children do at home. From these observations of the children and their interests, we can identify where each child may be in their own developmental pathway, and then consider ways to support the children to strengthen and deepen their current learning and development.

We use the developmental statements from the 'Development Matters' document to identify possible areas in which to challenge and extend the child's current learning and development, and plan on a daily basis to meet the needs of our children.



## Areas of Learning and Development in Early Years

The EYFS is made up of seven areas of learning and development, of which three are prime areas, and four are specific:

### **Prime Areas:**

1. Personal, Social and Emotional development (PSED)
2. Communication and Language (C&L)
3. Physical Development (PD)

### **Specific Areas:**

4. Literacy (L)
5. Mathematics (M)
6. Understanding of the World (UW)
7. Expressive Arts and Design (EA&D)

When planning and guiding children's activities, we also reflect on the different ways that children learn and reflect these in their practice.

The three characteristics of effective teaching and learning are:

- **Playing and Exploring** - children investigate and experience things, and 'have a go';
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## Special Weeks

These are our version of 'parent's evenings' for the Foundation Stage. They work on a rolling programme through the year. At the beginning of a child's Special Week the parents/carers are given a special week letter so that they can record important events in their child's life. This information from parents is recorded on the child's learning journey plan, along with what the practitioners have identified as areas for development at school. This may be a specific area of learning that needs evidencing, or a more general area for development. This information is noted on the Learning Journey plan and activities are planned throughout the week to help the child's development in these areas. Each child is a focus child once a term (three times a year).

Throughout the child's Special Week, the learning and development that takes place is recorded on the Learning Journey plan. This includes:

- What the child does
- How the practitioner works with the child and extends the activities
- What the outcomes are for the child
- Photographs, observations and work samples are added to the plan

The child's parents/carers are invited to a Special Week meeting with the class teacher during the following week, where they are able to view their child's learning journey and look at their child's Special Book. The class teacher also discusses the child's areas for future focus.